

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Talk, Talk, Talk

Practical Problem

What should I do about being an effective communicator?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Family, Career and Community Leaders of America, Inc. *Families First, Get Connected CD Rom., Planning Process*, Reston, VA.

Background Information for this Lesson

Career and Family Leadership, Content Module 2

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

C.2 Practice effective communication techniques (Application)

Missouri Show-Me Goals/Standards Addressed

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.2 Review and revise communications to improve accuracy and clarity

CA4 Writing formally, (such as reports, narratives, essays) and informally (such as outlines, notes)

National Family and Consumer Sciences Standards Addressed

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication

13.3.3 Demonstrate effective listening and feedback techniques

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Identify ways in which we communicate with each other. (Application)
2. Explain the difference in constructive and destructive communication. (Comprehension)
3. Utilize active and passive listening skills to communicate effectively. (Application)

Instructional Strategies

1. Identify ways in which we communicate with each other. (Application)
Ask a student to come up to the board/overhead and make a list of ways in which we communicate our thoughts and feelings. Class members are to brainstorm ideas for the list, e.g. body language, tone of voice, facial expressions, eye contact. (Communication)

Questions for Discussion/Formative Assessment

1. *How easy was it to identify different ways that we communicate?*
2. *What are some ways that we communicate that you had not thought about before?*
3. *Which communication techniques did you use as a part of this brainstorming process?*

On think pads ask students to identify the three communication processes they use the most. (Communication)

Questions for Discussion/Formative Assessment

1. *Why do you use these three processes the most?*
2. *How well do these three processes communicate your thoughts and feelings?*
3. *What additional communication processes would be helpful in communicating your thoughts and feelings?*

2. Explain the difference in constructive and destructive communication. (Comprehension)
Define terms: constructive and destructive

Classify the list of communication techniques brainstormed in Instructional Strategy #1 as constructive or destructive using the definition above.

Questions for Discussion/Formative Assessment

1. *How could you apply constructive and destructive to communication?*
2. *What did you discover as you classified the communication techniques as to constructive or destructive?*
3. *What makes communication constructive or destructive?*
4. *Can communication be both constructive and destructive at the same time? Why?*

Using cooperative groups give each group a scenario and have them decide whether the characters communicated in a constructive or destructive way. Group members must agree. Select a group speaker to read the scenario and share the group's responses with the class. Class members should share their feelings about the group's responses. Use "Teamwork: How Effective Were We?" p. 110 (*Alternative Assessment*). (Management, Leadership, Problem solving)

Questions for Discussion/Formative Assessment

1. *What leadership skills were used as a part of the cooperative groups?*
2. *How did your group work to reach agreement on the scenario?*
3. *What initiative did each group member take to manage your group?*

3. Utilize active and passive listening skills to communicate effectively. (Application)
Define active and passive listening.

Individually rephrase the scenario used in Instructional Strategy #2 to reflect characters using active or passive listening. Be sure that the completed scenario communicates in a positive way. In cooperative groups (everyone in the group should have rewritten the same scenario) share your scenario and combine to make one scenario for your group.

Develop a news release promoting the use of effective communication techniques. Provide information to the class on how to write a new release. What are the key points that should be included, how to hook the audience etc. In the news release include several different communication techniques. Also include ways to keep communication constructive and ways to use both passive and active listening. Provide a scoring guide to assist students in the development and completion of the news release. (Leadership, Technology)

Questions for Discussion/Formative Assessment

1. *How would one go about changing the way people communicate with others?*
2. *What causes miscommunication? Give an example of a time that you miscommunicated with someone?*
3. *What were the consequences of your miscommunication?*
4. *What would you do differently?*
5. *How could you use your leadership skills to promote your news release?*
6. *How has technology affected how people communicate with each other?*

Assessments

Pencil/Paper:

1. Write definitions of constructive, destructive, passive listening, and active listening (Knowledge)
2. List on paper, ways we communicate with each other. (Knowledge)

Classroom Experience:

1. Individually rephrase the scenario used in Instructional Strategy #2 to reflect characters using active or passive listening. (Comprehension)
2. Develop a news release promoting the use of effective communication techniques. Provide information to the class on how to write a news release. Identify key points that should be included, how to hook the audience, etc. In the news release include several different communication techniques. Also include ways to keep communication constructive and ways to use both passive and active listening. Assess with the scoring guide used in Instructional Strategy # 3. (Application)
3. Identify teamwork skills used in Instructional Strategy #2 by using the scoring guide from *Alternative Assessments*, p. 110. (Application)

Application to Real Life:

1. Utilize the news release created in Instructional Strategy # 3, by reading the news release over the school announcement system/local radio station/publishing in the school or local paper. Use the FCCLA "Planning Process" to help target the appropriate news medium. (Application)
2. Spread the word about communication basics with a "Family Communications Contract", FCCLA, (*Families First Projects, Get Connected CD ROM*). Rewrite the contract to focus on the communication techniques covered in this lesson. Distribute the contract in family and consumer sciences classes, and to friends.